



At Nicholas Hawksmoor, our English curriculum aims to ensure that all pupils develop the required core skills and knowledge set out through the Early Years Framework and the English National curriculum.

### Literacy Specific Areas of the Early Years Framework

- children can read and understand simple sentences
- they can use phonic knowledge to decode regular words and read them aloud accurately
- children can also read some common irregular words
- they can demonstrate understanding when talking with others about what they have read
- children use their phonic knowledge to write words in ways which match their spoken sounds
- they also write some irregular common words
- they write simple sentences which can be read by themselves and others
- some words are spelt correctly and others are phonetically plausible

### Aims of the English National Curriculum

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- gain a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate



## Speaking and Listening

All subjects across our curriculum play a significant role in developing key English skills, particularly speaking and listening. Subjects are planned with an emphasis on building vocabulary progressively, and understanding its meaning and application in context. We draw on the themes of our curriculum intent to provide pupils with opportunities to engage directly with our local and wider communities. For example, presenting at community events or planning and leading local initiatives in addition to interacting and interviewing a wide range of visitors to our school.

## Writing

At Nicholas Hawksmoor, we aim to ensure that all children leave us with the ability to confidently write at length across a range of genres, with a solid understanding of the grammatical skills required, in order to be clear and coherent in what they want to say.

Our children will write across a wide range of genres throughout their time at Nicholas Hawksmoor. High quality stimuli are integral to engage and inspire children to write for a variety of purposes and audiences. Extracts from modern and classic novels, poems and non-fiction texts along with video clips constitute a large part of these, however where possible we encourage the use of drama, music and first-hand experiences from trips and visitors to give writing a clear purpose for our children. As part of our curriculum offer, we ensure that our children are exposed to a diverse range of writing from many different cultures that broaden their understanding of the world that is both around them, and that lies ahead.

Key grammar skills are explicitly taught and understanding is embedded throughout our writing curriculum. In Key Stage 1, children are taught the basic skills to construct clear and accurate sentences to ensure they enter Key Stage 2 being able to access the rich curriculum before them. Throughout Key Stage 2, grammar skills are systematically taught and subsequently revisited to enable children to become confident in their use and manipulation.



	Autumn	Spring	Summer
<b>Year 1</b>	<ul style="list-style-type: none"> <li>○ Sentence building</li> <li>○ Picture book stories</li> <li>○ Non-fiction writing</li> <li>○ Poems and riddles</li> <li>○ Recounts</li> <li>○ Describing using adjectives</li> </ul>	<ul style="list-style-type: none"> <li>○ Story retelling</li> <li>○ Dictionaries</li> <li>○ Fantasy stories</li> <li>○ Character descriptions</li> <li>○ Letter writing</li> <li>○ Fact files</li> </ul>	<ul style="list-style-type: none"> <li>○ Sequencing</li> <li>○ Description</li> <li>○ Non-fiction research</li> <li>○ Report writing</li> <li>○ Poetry</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>○ Story sequencing</li> <li>○ Book reviews</li> <li>○ Non-fictional writing</li> <li>○ Short stories</li> <li>○ Recounts</li> <li>○ Instructions</li> </ul>	<ul style="list-style-type: none"> <li>○ Character descriptions</li> <li>○ Fact files</li> <li>○ Poetry</li> <li>○ Diary entries</li> <li>○ Message in a bottle</li> <li>○ Newspaper reports</li> </ul>	<ul style="list-style-type: none"> <li>○ Book reviews</li> <li>○ Riddles</li> <li>○ Story writing</li> <li>○ Postcards</li> <li>○ Recounts</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>○ Biographies</li> <li>○ Fact files</li> <li>○ Instructions</li> <li>○ Non-chronological reports</li> <li>○ Letter writing</li> <li>○ Summaries</li> </ul>	<ul style="list-style-type: none"> <li>○ Character development</li> <li>○ Recounts</li> <li>○ Playscripts</li> <li>○ Diaries</li> <li>○ Extended story writing</li> </ul>	<ul style="list-style-type: none"> <li>○ Chapter summaries</li> <li>○ Character studies</li> <li>○ Formal letters</li> <li>○ Persuasive adverts</li> <li>○ Adventure stories</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>○ Newspaper reports</li> <li>○ Scene descriptions</li> <li>○ Traditional tales</li> <li>○ Short stories</li> <li>○ Alternative perspectives</li> </ul>	<ul style="list-style-type: none"> <li>○ Playscripts</li> <li>○ Stories from other cultures</li> <li>○ Factfiles</li> <li>○ Letter writing</li> <li>○ Poetry</li> </ul>	<ul style="list-style-type: none"> <li>○ Postcards</li> <li>○ Diary entries</li> <li>○ Balanced arguments</li> <li>○ Persuasive articles</li> <li>○ Advertising</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>○ Newspaper reports</li> <li>○ Balanced arguments</li> <li>○ Persuasive letters</li> <li>○ Diary writing</li> <li>○ Biographies</li> </ul>	<ul style="list-style-type: none"> <li>○ Science-fiction stories</li> <li>○ Poetry</li> <li>○ Suspense writing</li> <li>○ Balanced arguments</li> <li>○ Fantasy stories</li> </ul>	<ul style="list-style-type: none"> <li>○ Myths and legends</li> <li>○ Playscripts</li> <li>○ Non-chronological reports</li> <li>○ Stories from other cultures</li> <li>○ Leaflets</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>○ Adventure stories</li> <li>○ Non-chronological reports</li> <li>○ Poetry</li> <li>○ Letter writing</li> <li>○ Historical stories</li> </ul>	<ul style="list-style-type: none"> <li>○ Instructions</li> <li>○ Film reviews</li> <li>○ Traditional Tales</li> <li>○ Newspaper Reports</li> <li>○ Sonnets</li> </ul>	<ul style="list-style-type: none"> <li>○ Balanced arguments</li> <li>○ Persuasive brochures</li> <li>○ Recounts</li> <li>○ Scene descriptions</li> <li>○ Speech writing</li> </ul>



**Grammar Progression**

	Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
<b>EYFS</b>	Sight words Single sounds and sound blends	Introducing simple sentences and conjunctions	Starting writing on the left, sitting letters on the lines	Separation of words with spaces  Capital letters, full stops, question marks and exclamation marks to demarcate sentences	letter, capital letter, word, sentence, full stop, question, exclamation marks
<b>Year 1</b>	Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun  Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]	How words can combine to make sentences  Joining words and joining clauses using and	Sequencing sentences to form short narratives	Separation of words with spaces  Capital letters, full stops, question marks and exclamation marks to demarcate sentences  Capital letters for names and for the personal pronoun I	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question, exclamation marks
<b>Year 2</b>	Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less	Subordination (using when, if, that, because) and co-ordination (using or, and, but)  Expanded noun phrases for description and specification [for	Correct choice and consistent use of present tense and past tense throughout writing  Use of the progressive form of verbs in the	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences  Commas to separate items in a list	noun, noun phrase, statement, question, exclamation, command, compound, suffix,



	<p>(A fuller list of suffixes can be found on page 56 in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p>	<p>example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p>	<p>Apostrophes to mark where letters are missing in spelling. Apostrophes to mark singular possession in nouns [for example, the girl's name]</p>	<p>adjective, adverb, verb, tense (past, present), apostrophe, comma</p>
Year 3	<p><b>REVISION</b></p> <p><b>Verbs - past and present tense, 1<sup>st</sup>, 2<sup>nd</sup> &amp; 3<sup>rd</sup> person verbs</b></p> <p>Formation of nouns using a range of prefixes [for example super-, anti-, auto-]</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>	<p><b>REVISION</b></p> <p><b>Question &amp; Exclamation marks, Commas in a list</b></p> <p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')</p>
Year 4	<p><b>REVISION</b></p> <p><b>Powerful verbs, Adjectives</b></p> <p>The grammatical difference between plural and possessive –s</p>	<p><b>REVISION</b></p> <p><b>Sentence structure &amp; word order</b></p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to:</p>	<p><b>REVISION</b></p> <p><b>Question statements , Conjunctions</b></p> <p>Use of paragraphs to organise ideas around a theme</p>	<p>Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!")</p>	<p>determiner, pronoun, possessive pronoun, adverbial</p>



	Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)	the strict maths teacher with curly hair  Fronted adverbials (for example, Later that day, I heard the bad news.)	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Apostrophes to mark plural possession (e.g. the girl's name, the girls' names) Use of commas after fronted adverbials	
<b>Year 5</b>	Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify) Verb prefixes (e.g. dis-, de-, mis-, over- and re-)	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun  Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)	Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)  Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. for example, nearby) and number (e.g., secondly) or tense choices (e.g. he had seen her before)	<b>REVISION</b> <b>Direct &amp; reported speech</b>  Brackets, dashes or commas to indicate parenthesis  Use of commas to clarify meaning or avoid ambiguity	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity
<b>Year 6</b>	<b>REVISION</b> <b>Prefixes and suffixes</b>  The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out – discover; ask for – request; go in – enter) Pg 102 U33, Pg 138 U49  How words are related by meaning as synonyms and antonyms (e.g. big, large, little)	<b>REVISION</b> <b>Prepositions/prepositional phrases</b>  Use of the passive to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)).  The difference between structures typical of informal speech and structures appropriate for formal speech and writing (e.g. the use of	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis  Layout devices (e.g. headings, sub-headings, columns, bullets, or tables, to structure text)	<b>REVISION</b> <b>All punctuation types. Particular focus on possessive apostrophe and contractions.</b> Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up) Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information	subject, object active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points



		question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were, or, were they to come in some very formal writing and speech)		How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)	
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